



RESPONSIVE INSTRUCTION

Quality Educational Practices

*Orange County Public School System
2008*

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The Curriculum & Instruction Team

- Jen Davis, Literacy Coordinator
- Donna Phillips, Literacy Coordinator
- Becky Yellets, Director of Student Services
- Jan Carpenter, Coordinator of Special Education
- Carol Hunter, Coordinator of Gifted and Talented Services
- Comer Gaither, Student Services Coordinator
- Chuck Winkler, Director of Elementary Instruction
- Jim Yurasits, Director of Accountability, Data and School Improvement
- Linda Carlton, Director of Secondary Instruction
- Regina Pierce, Educational Consultant
- Darrell Hatfield, Director of Technology
- Gena Keller, Associate Superintendent of Instruction
 - ITRTs – Peg Knight and Pedro Hernandez
 - Math Specialist – Tracy Munger
 - Principals



BRIEF HISTORY

- RTI – Seen as a special education process for children identified as special needs
- Aimsweb – Seen as “something that the special education teachers used” to monitor their students’ progress
- Little ownership by general education staff – more like a “hand-off”



BRIEF HISTORY

- SSMT in place in all schools
- Problem solving in place via SSMT in most schools – not consistently implemented
- District wide expectation that *all students will learn - not always seen in practice*

A NEW PARADIGM

- ...moving Response to Intervention to a *GENERAL EDUCATION PROCESS*
- ...and thinking differently about the *INSTRUCTION*





Courageous Conversations

- DO WE REALLY BELIEVE THAT IT IS OUR PRIMARY PURPOSE TO:
- *Effectively teach all children*
- *Intervene early*
- *Use a multi-tiered model of service delivery*
- *Use a problem solving process to make decisions*



Courageous Conversations

- Identified Quality Instruction – look for
- Determined our current reality
- Identified training and professional development needs
- Identified roles / responsibilities
 - Central Office / Principals / Literacy Coordinators / Reading Specialists / G&T Coordinator / ITRTs /
- Identified a systems-approach to RTI and restructured to support implementation
 - Principals work-sessions / Organized training and professional development calendar / Ambassadors / Follow-through plan – checks and balances



REACHED CONSENSUS ON:

Quality Instruction	-	Fluent
Tiered Interventions	-	Emerging / Proficient
Universal Screenings	-	Emerging / Proficient with PALS
Progress Monitoring	-	Emerging

Fidelity of Implementation - Emerging

Began creating a COMMON VOCABULARY



What we did...

- Initiative – Teaching For Meaning
- Initiative – Literacy K-3 / 4-5 6-8 / 9-12
- Initiative – Just 5 Clicks – Student data warehouse



AND SOME MORE STEPS....

- Talked with small groups of teachers
- Asked for volunteers to look at the process / RTI forms
- Defined the tiers of instruction – research based best practices
- Stayed away from educational jargon where possible
- Observed / Observed / Observed instruction and team meetings
- Began pilot study at an elementary school using universal screenings, benchmarking and progress monitoring – AimsWeb
- Outlined expectations for Literacy Coordinators / Reading Specialists
- Outlined expectations for standardized time for LA / Math / SS and Science
- Implemented training and follow-through plan for Just 5 Clicks – data warehouse for all student achievement data
- Began pilot at Gordon-Barbour Elementary School using AIMSweb as a universal screener, benchmark and progress monitoring tool along with PALS



WHAT WE LEARNED:

- BIG gap in knowing and doing
- The “thinking about instruction” was not changing
- Little dialogue about instructional interventions based on data – more on “I just know”
- Limited access to student performance data – usually hard copy info
- Haphazard excellence, random pockets of GREAT instruction – little sharing



WHAT WE LEARNED

- We needed to reorganize in order to be of service to our teachers and *principals*
- We needed to raise hard questions:
 - What essential skills / knowledge do our students need to know? *How can you assure your teachers have reached consensus on this?*
 - How will you know when they have mastered these skills/ this knowledge? *How can you assure your teachers have reached consensus on these?*
 - What do you do when they don't? What do you do when they do? *How can you assure your teachers are following through with meeting the needs of the students?*



WHAT WE LEARNED

- Our teachers had to have time to talk about interventions and instructional strategies
- Our teachers had to reach consensus on what the concepts / skills were that needed to be taught
- Our teachers needed to feel safe enough to share their successes and failures



WHAT WE LEARNED

- Our teachers needed to know that using best instructional strategies everyday for every child was expected and was actually the ***“DOING SOMETHING”*** piece...
“doing something” did not mean SPECIAL EDUCATION!



WHAT WE WILL CONTINUE...

- CONTINUE PILOT AT GBES
 - Bill Berry / Regina Pierce / Comer Gaither
- PILOT THE USE OF Universal Screeners at all sites for literacy – PALS / SRI / AIMSweb
 - Chuck Winkler / Jen Davis / Regina Pierce
- CONTINUE THE USE of Progress Monitoring Tools (AIMSweb) for all Tier III students and Tier II as applicable
 - Comer Gaither / Becky Yellets



Continuing to Build Capacity

- Book studies with principals / teachers
- County-wide Ambassadors for OCPS
- Continue PLCs at each site
- Use “push-in” model for adults
- School Continuous Improvement Plans addresses three questions
- Focus on making meaning of data – J5C / benchmark data / student achievement profiles
- Set standards for conversations about students - QBO
- KEEP CONNECTED AND MAKE NO ASSUMPTIONS!

And THINK DIFFERENTLY...

- CENTRAL OFFICE STAFF **MUST** think differently about *how to best be of service to their building level principals*





RESOURCES FOR PRINCIPALS

- WORK SESSIONS
- EXPECTATIONS FOR THE CENTRAL OFFICE C&I TEAM – CLARIFY AND FOLLOW-UP
- CEASE THE “DOING SOMETHING” PRACTICE OF CENTRAL OFFICE PEOPLE
- PREPARE – GATE KEEPERS FOR TIERS / BUILD UNDERSTANDING

***INSIGHTS...**Change has
psychological implications...*



INSIGHTS ...

- Be patient – nurture and nudge
- Put the right people in the right places
- Be prepared to change your role
- Roll up your sleeves and learn – read/ discuss / debate / reach consensus and move on
- Identify filters for decision making and stick to them
 - What's best for teachers or what's best for students?
- Prepare yourself for, at least, 3 years of implementation before what you do “looks like an RTI process”
- Understand that RTI is probably one of the best opportunities to impact teachers' and students' lives in a positive way
- RTI challenges you to merge the art of teaching with the psychometric world – the ART and SCIENCE of teaching
- RTI is not a program – it is a belief system that plays out in the best interest of all students when implemented well
- *Take time to reflect...help your principals MAKE time to reflect*

ORANGE COUNTY PUBLIC SCHOOL SYSTEM

- ***THANK YOU FOR YOUR TIME!***
- Questions?
 - Comments?
 - Suggestions?

